GRADE LEVEL CONTENT EXPECTATIONS

K ELA

v. 6.04

READING

WRITING

SPEAKING

LISTENING

VIEWING

Welcome to Michigan´s Grade Level Content Expectations! The performance statements contained in this document represent many months of dedicated contribution from classroom teachers, curriculum specialists, academicians, and Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments throughout the next several years. They by no means represent an entire "curriculum" of learning, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.

The federal *No Child Left Behind Act* of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content. In July, 2002, a committee of Michigan English Language Arts leaders conducted a study of more than 100 local and intermediate district, state, national, and international curriculum documents in order to develop the **Grade Level Content Expectations (GLCE)**. Further refined based on extensive feedback, these grade level "targets" truly represent not only the theoretical, research-based content of English language arts, but also the common views and best instructional scope and sequence of exemplary literacy teachers in Michigan.

The twelve English Language Arts Content Standards found in the Michigan Curriculum Framework, common to all grades, are broad curriculum statements that describe what students should know and be able to do by the time they graduate from high school. Following each of the twelve content standards are benchmarks that describe the knowledge and skills students must master in order to achieve particular content standards. The benchmarks were not written at individual grade levels, but for grade level clusters (early elementary, later elementary, middle school, and high school). The GLCE represent a more discrete layer of learning at each grade level and are meant to assist teachers in better preparing students for grade level assessments. School districts across the state have worked to align their local language arts curricula to state content standards and benchmarks. In most cases, this effort is initiated with the process of converting the state grade level benchmarks into individual, K-12 grade level expectations.

The new GLCE capture the rich content of the standards and benchmarks; eliminate much of the redundancy inherent within them; and express in precise and measurable terms what students in grades K-8 should know and be able to do. This document is intended to be an assessment tool with the expectations written so as to convey expected performances by students.

Local and intermediate school districts can use the GLCE as a basis for the development of a well-paced curriculum while providing instructional strategies that can help students attain the concepts and skills necessary to meet these expectations. On the state level, they will be used to develop test and item specifications for the *No Child Left Behind Act* of 2001 requirement of testing all students in grade 3-8 through the Michigan Education Assessment Program (MEAP) and MI-Access, assist in the development of targeted professional development, and guide program planners in focusing resources and energy.

Within the hands of teachers, GLCE will be converted into exciting and engaging learning for Michigan´s students. The art of teaching is what makes the content of learning become a reality.

Phonemic Awareness

Students will…

R.WS.00.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.00.02 Recognize that words are composed of sounds blended together and carry meaning.

Phonics

Students will…

R.WS.00.03 Understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet.

R.WS.00.04 Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context.

R.WS.00.05 Students have begun to associate letters and sounds, particularly initial and final consonants.

Word Recognition

Students will…

R.WS.00.06 Recognize a small number (about 18) of frequently encountered, personally meaningful words in print automatically.

R.WS.00.07 Recognize a few of the 220 Dolch basic sight vocabulary automatically.

R.WS.00.08 Follow familiar written text while pointing to matching words.

R.WS.00.09 Narrow possibilities in predicting words using

—initial letters/sounds (phonics)

—picture clues (semantic)

—patterns of language (syntactic).

Vocabulary

Students will…

R.WS.00.10 Know the meanings of words encountered frequently in kindergarten in oral language contexts (grade level vocabulary lists to be developed).

R.WS.00.11 In context, determine the meaning of a few words and familiar and re-peated phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources.

R.WS.00.12 Use picture clues, prediction, other people

Fluency

Students will…

R.FL.00.01 Apply the following aspects of fluency: automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print.

Narrative Text

Students will…

R.NT.00.01 Become familiar with and respond thoughtfully to classic and contemporary literature
—recognized for quality and literary merit
—reflecting our common heritage as well as cultures from around the world.

R.NT.00.02 Identify a variety of narrative genre including
—stories
—nursery rhymes
—poetry
—songs.

R.NT.00.03 Discuss simple story elements in narrative text

—setting
—characters
—events.

R.NT.00.04 Identify how authors/illustrators use pictures and illustrations to support the understanding of settings and characters.

R.NT.00.05 Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections .

Informational Text

Students will…

R.IT.00.01 Identify a variety of informational genre
—environmental text
—concept books
—picture books.

R.IT.00.02 With teacher guidance, discuss informational text patterns
—sequential
—descriptive.

R.IT.00.03 Explain how authors/illustrators use text features such as pictures and drawings to enhance the understanding of key ideas presented in
—descriptive (definitions, enumeration)
—sequential (directions, steps, procedures) organizational patterns.

R.IT.00.04 Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.

Comprehension

Students will…

R.CM.00.01 Activate prior knowledge.

R.CM.00.02 Connect personal knowledge and experience to ideas in texts.

R.CM.00.03 Retell up to three events from familiar text using their own words or phrasing.

R.CM.00.04 Begin to make text-to-self and text-to-text connections and comparisons.

R.CM.00.05 Make meaningful predictions based on illustrations or portions of stories.

R.CM.00.06 Acquire and apply significant knowledge from what has been read to them from grade level appropriate science, social studies, and mathematics texts.

Metacognition

Students will…

R.MT.00.01 Self-monitor comprehension when reading familiar grade level appropriate text.

R.MT.00.02 Use simple strategies to increase comprehension while reading familiar grade level text such as making credible predictions based on illustrations.

R.MT.00.03 Begin to use story grammar to identify author's perspective.

R.MT.00.04 Begin to sort and order information with extensive teacher guidance.

Critical Standards

Students will…

R.CS.00.01 Recognize how to assess personal work and the work of others with teacher supervision.

Reading Attitude

Students will…

R.AT.00.01 Become enthusiastic about reading and learning how to read.

R.AT.00.02 Choose books, book activities, word play, and writing on their own during free time in school and at home.

W R I T I N G

Writing Genres

Students will…

W.GN.00.01 Write a brief personal narrative using

—pictures

—words, word-like clusters, and/or sentences as support.

W.GN.00.02 Approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade level appropriate published poetry.

W.GN.00.03 Write a brief informational piece (a page for a class book) using

—drawings

—words, word-like clusters, and/or sentences.

W.GN.00.04 Contribute to a class research project by adding relevant information to a class book including

—gathering information from teacher-supplied texts

—using the writing process to develop the project.

Writing Process

Students will…

W.PR.00.01 With teacher assistance, consider the audience reaction as they plan their writing.

W.PR.00.02 Brainstorm to generate and structure ideas for narrative and informational text.

W.PR.00.03 Use semi-phonetic spelling to represent narrative and informational text when writing and incorporating pictures and drawings.

W.PR.00.04 Revise their own writing by reading it to peers, requesting suggestions and clarifications that support meaning.

Personal Style

Students will…

W.PS.00.01 Show originality in oral, written, and visual messages including

—narrative (natural language, expressed sentiment, original ideas)

—informational (listing, naming, describing).

Grammar and Usage

None

Spelling

Students will…

W.SP.00.01 Spell a small number (about 18) of frequently encountered and personally meaningful words correctly.

W.SP.00.02 For other words, rely on

—structural cues (beginning and simpler ending sounds)

—environmental sources (word wall, word lists).

Handwriting

Students will…

W.HW.00.01 Form upper and lower case letters.

W.HW.00.02 Leave space between words and word-like clusters of letters.

W.HW.00.03 Write from left to right and top to bottom.

Writing Attitude

Students will…

W.AT.00.01 Enthusiastic about writing and learning to write.

SPEAKING | Conventions

Students will…

S.CN.00.01 Use language to communicate with a variety of audiences and for different purposes

—problem-solve

—explain

—look for solutions

—construct relationships

—courtesies.

S.CN.00.02 In spoken informational and narrative presentations

—speak clearly and audibly in complete, coherent sentences

—use sound effects

—use illustrations.

S.CN.00.03 Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).

S.CN.00.04 Be aware that language differs from playground and classroom as a function of linguistic and cultural group membership (they can provide examples of language differences on the playground and in the classroom).

Spoken Discourse

Speaking clearly and audibly in complete sentences, students will…

S.DS.00.01 Engage in substantive conversation

—remaining focused on subject matter

—with interchanges beginning to build on prior responses

—in the context of literature discussions, paired conversations, or other interactions.

S.DS.00.02 Briefly tell/retell about

—familiar experiences (including at least characters, setting, and events)

—interests (including at least topic and key details).

S.DS.00.03 Respond to multiple text types by reflecting, making meaning, and making connections.

S.DS.00.04 Plan and deliver presentations or reports

—using an informational organizational pattern description

—with appropriate text features, pictures, and illustrations

—providing several facts and details to make their point.

LISTENING
& VIEWING

Conventions

Students will…

L.CN.00.01 Understand and follow one- and two-step directions.

L.CN.00.02 Ask appropriate questions during a presentation or report.

L.CN.00.03 Listen to each other and interact and respond appropriately

—eye contact

—attentive

—supportive.

L.CN.00.04 Use effective listening and viewing behaviors.

L.CN.00.05 Differentiate between sender and receiver.

Response

Students will…

L.RP.00.01 Listen to or view and discuss a variety of genres.

L.RP.00.02 Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

L.RP.00.03 Respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.